

Students

Use of Physical Force

Physical Restraint and Seclusion

The Board of Education (Board) believes that maintaining an orderly, safe environment is conducive to learning and is an appropriate expectation of all staff members within the district. To the extent that staff actions comply with all applicable statutes and Board policy governing the use of physical force, including physical restraint of students and seclusion of students, staff members will have the full support of the Board of Education in their efforts to maintain a safe environment.

The Board recognizes that there are times when it becomes necessary for staff to use reasonable restraint or place a student in seclusion as an emergency intervention to provide a safe environment for students.

Definitions

Life-threatening physical restraint means any physical restraint or hold of a person that restricts the flow of air into a person's lungs, whether by chest compression or any other means, or immobilizes or reduces the free movement of a person's arms, legs or head while the person is in the prone position.

Psychopharmacologic agent means any medication that affects the central nervous system, influencing thinking, emotion or behavior.

Physical restraint means any mechanical or personal restriction that immobilizes or reduces the free movement of a person's arms, legs or head. Excluded from this definition is briefly holding a person in order to calm or comfort the person; restraint involving the minimum contact necessary to safely escort a person from one area to another; medical devices including but not limited to, supports prescribed by a health care provider to achieve proper body position or balance; helmets or other protective gear used to protect a person from injuries due to a fall; or helmets, mitts and similar devices used to prevent self-injury when the device is part of a documented treatment plan or individualized education program pursuant to Connecticut's special education laws or prescribed or recommended by a medical professional and is the least restrictive means to prevent such self-injury.

School employee means a teacher, substitute teacher, school administrator, Superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional, or coach employed by the Board of Education or working in a public elementary, middle or high school; or any other individual who, in the performance of his/her duties has regular contact with students and who provides services to or on behalf of students enrolled in the district's schools, pursuant to a contract with the Board of Education.

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Definitions (continued)

Seclusion means the involuntary confinement of a student in a room, with or without staff supervision, in a manner that prevents the student from leaving. Seclusion does not include any confinement of a student in which the person is physically able to leave the area of confinement including, but not limited to, in-school suspension and time-out.

Student means a child (A) enrolled in grades kindergarten to twelve, inclusive, in a public school under the jurisdiction of a local or regional Board of Education, (B) receiving special education and related services in an institution or facility operating under contract with a local or regional Board of Education, (C) enrolled in a program or school administered by a regional education service center, or (D) receiving special education and related services from an approved private special education program, but shall not include any child receiving educational services from Unified School District #2 or the Department of Mental Health and Addiction Services.

Conditions Pertaining to the Use of Physical Restraint and/or Seclusion

- A. School employees shall not use a life-threatening physical restraint on a student under any circumstance.
- B. If any instance of physical restraint or seclusion of a student exceeds fifteen minutes an administrator or his/her designee, or a school health or mental health personnel, or a board certified behavioral analyst, who has received training in the use of physical restraint and seclusion shall determine whether continued physical restraint or seclusion is necessary to prevent immediate or imminent injury to the student or to others. Upon a determination that such continued physical restraint or seclusion is necessary, such individual shall make a new determination every thirty minutes thereafter regarding whether such physical restraint or seclusion is necessary to prevent immediate or imminent injury to the student or to others.
- C. No student shall be placed in seclusion unless:
 - a. The use of seclusion is as an emergency intervention to prevent immediate or imminent injury to the student or to others, provided the seclusion is not used for discipline or convenience and is not used as a substitute for a less restrictive alternative.
 - b. Such student is continually monitored by a school employee during the period of such student's seclusion. Any student voluntarily or involuntarily placed in seclusion or restrained shall be regularly evaluated by a school employee for indications of physical distress. The school employee conducting the evaluation shall enter each evaluation in the student's educational record. Monitor shall mean by direct observation or by observation using video monitoring within physical proximity sufficient to provide aid as may be required.

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Conditions Pertaining to the Use of Physical Restraint and/or Seclusion (continued)

- c. The area in which such student is secluded is equipped with a window or other fixture allowing the student a clear line of sight beyond the area of seclusion.

- D. School employees may not use a psychopharmacologic agent on a student without that student's consent except (1) as an emergency intervention to prevent immediate or imminent injury to the student or to others, or (2) as an integral part of the student's established medical or behavioral support or educational plan, as developed consistent with Section 17a-543 of the Connecticut General Statutes or, if no such plan has been developed, as part of a licensed practitioner's initial orders. The use of psychopharmacologic agents, alone or in combination, may be used only in doses that are therapeutically appropriate and not as a substitute for other appropriate treatment.

- E. In the event that physical restraint or seclusion is used on a student four or more times within twenty school days:
 - a. An administrator, one or more of such student's teachers, the parent/guardian of such student and, if any, a mental health professional shall convene for the purpose of:
 - i. Conducting or revising a behavioral assessment of the student;
 - ii. Creating or revising any applicable behavioral intervention plan; and
 - iii. Determining whether such student may require special education.

 - b. If such student is a child requiring special education or is a child being evaluated for eligibility for special education and awaiting a determination, such student's planning and placement team shall convene for the purpose of (1) conducting or revising a behavioral assessment of the student, and (2) creating or revising any applicable behavioral intervention plan, including, but not limited to, such student's individualized education plan.

- F. The parent/guardian of a student who is placed in physical restraint or seclusion shall be notified not later than twenty-four hours after the student is placed in physical restraint or seclusion. A reasonable effort shall be made to provide such notification immediately after such physical restraint or seclusion is initiated.

- G. School employees shall not use a physical restraint on a student or place a student in seclusion unless he/she has received training on the proper means for performing such physical restraint or seclusion.

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Conditions Pertaining to the Use of Physical Restraint and/or Seclusion (continued)

- H. Beginning July 1, 2016, the Board of Education, and each institution or facility operating under contract with the Board to provide special education for children, including any approved private special education program, shall:
 - a. Record each instance of the use of physical restraint or seclusion on a student;
 - b. Specify whether the use of seclusion was in accordance with an individualized education program;
 - c. Specify the nature of the emergency that necessitated the use of such physical restraint or seclusion; and
 - d. Include such information in an annual compilation on its use of such restraint and seclusion on students.
- I. The Board and institutions or facilities operating under contract with the Board to provide special education for children, including any approved private special education program shall provide such annual compilation to the Department of Education in order to examine incidents of physical restraint and seclusion in schools.
- J. Any use of physical restraint or seclusion on a student shall be documented in the student's educational record. The documentation shall include:
 - a. The nature of the emergency and what other steps, including attempts at verbal de-escalation, were taken to prevent the emergency from arising if there were indications that such an emergency was likely to arise; and
 - b. A detailed description of the nature of the restraint or seclusion, the duration of such restraint or seclusion and the effect of such restraint or seclusion on the student's established educational plan.
- K. Any incident of the use of restraint or seclusion that results in physical injury to a student shall be reported to the State Board of Education.

Required Training and Prevention Training Plan

Training shall be provided by the Board to the members of the crisis intervention team for each school in the district. The Board may provide such training to any teacher, administrator, school professional or other school employee, designated by the school principal and who has direct contact with students regarding physical restraint and seclusion of students. Such training shall be provided during the school year commencing July 1, 2017 and each school year thereafter, and shall include, but not be limited to:

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Required Training and Prevention Training Plan (continued)

1. An overview of the relevant laws and regulations regarding the use of physical restraint and seclusion on students and the proper uses of physical restraint and seclusion. *(Such overview is to be provided by the Department of Education commencing July 1, 2017 and annually thereafter, in a manner and form as prescribed by the Commissioner of Education.)*
2. The creation of a plan by which the Board will provide training regarding the prevention of incidents requiring physical restraint or seclusion of students.

Such plan is to be implemented not later than July 1, 2018.

3. The Board will create a plan, to be implemented not later than July 1, 2018, requiring training regarding the proper means of physical restraint or seclusion of a student, including, but not limited to:
 - a. Verbal defusing and de-escalation;
 - b. Prevention strategies;
 - c. Various types of physical restraint and seclusion;
 - d. The differences between life-threatening physical restraint and other varying levels of physical restraint;
 - e. The differences between permissible physical restraint and pain compliance techniques; and
 - f. Monitoring methods to prevent harm to a student who is physically restrained or in seclusion, including training in the proper means of physically restraining or secluding a student.
 - g. Recording and reporting procedures on the use of physical restraint and seclusion.

Crisis Intervention Teams

For the school year commencing July 1, 2017 and each school year thereafter, the Board requires each school in the District to identify a crisis intervention team. Such team shall consist of any teacher, administrator, school professional or other school employee designated by the school principal and who has direct contact with student and trained in the use of physical restraint and seclusion.

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Crisis Intervention Teams (continued)

Such teams shall respond to any incident in which the use of physical restraint or seclusion may be necessary as an emergency intervention to prevent immediate or imminent injury to a student or to others.

Each member of the crisis intervention team shall be recertified in the use of physical restraint and seclusion on an annual basis. The Board shall maintain a list of the members of the crisis intervention team for each school.

Dissemination of Policy

This policy and its procedures shall be made available on the District's website and in the Board's procedural manual. The policy shall be updated not later than sixty (60) days after the adoption or revision of regulations promulgated by the State Board of Education.

(cf. 4148/4248 - Employee Protection)

(cf. 5141.23 - Students with Special Health Care Needs)

Legal Reference: Connecticut General Statutes

10-76b State supervision of special education programs and services.

10-76d Duties and powers of boards of education to provide special education programs and services.

10-236b Physical restraint and seclusion of students by school employees.
(as amended by PA 17-220)

46a-150 Definitions. (as amended by PA 07-147 and PA 15-141)

46a-152 Physical restraint, seclusion and use of psychopharmacologic agents restricted. Monitoring and documentation required.

46a-153 Recording of use of restraint and seclusion required. Review of records by state agencies. Reviewing state agency to report serious injury or death to Office of Protection and Advocacy for Persons with Disabilities and to Office of Child Advocate. (as amended by PA 12-88)

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Legal Reference: Connecticut General Statutes (continued)

53a-18 Use of reasonable physical force or deadly physical force generally.

53a-19 Use of physical force in defense of person.

53a-20 Use of physical force in defense of premises.

53a-21 Use of physical force in defense of property.

PA 07-147 An Act Concerning Restraints and Seclusion in Public Schools.

PA 15-141 An Act Concerning Seclusion and Restraint in Schools.

State Board of Education Regulations Sections 10-76b-5 through 10-76b-11.

Policy adopted: June 21, 2016
Policy revised: November 12, 2021

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Incident Report of Restraint

Note: Any use of physical restraint is to be documented in the child's educational record and, if appropriate, in the child's school health record. An incident Report of Physical Restraint is required and should be completed as soon after the incident as possible or within 24 hours of the incident. Parents/guardians must be notified in writing within 24 hours of the incident. Notification should include the information documented on the incident report.

Physical Restraint means any mechanical or personal restriction that immobilizes or reduces the free movement of a child's arms, legs, or head, including, but not limited to carrying or forcibly moving a person from one location to another.

District Information

School District: _____ Address: _____
School: _____ Address: _____
District Phone: _____ School Phone: _____
Date of Restraint: _____ Date of Report: _____

Person preparing the report: _____

Time restraint initiated: _____ Time restraint ended: _____ * Duration: _____

*If the total length of the restraint exceeds 15 minutes, attach the documentation of the required Administrator's (or designee) determination of the need for continuation of the restraint to prevent immediate or imminent injury to the student or to others.

Student Information

Student's Name: _____ SASID #: _____ Date of Birth: _____
Age: _____ Gender: _____ Grade: _____ Race: _____ Disability: _____

____ The student is a general education student

____ The student currently receives special education services

____ The student is being evaluated or considered for eligibility for special education services

____ Seclusion was initiated in response to an emergency

Staff Information

Name of staff administering restraint: _____ Title: _____
Name of staff monitoring/witnessing restraint: _____ Title: _____
Location of restraint: _____

Student activity/behavior precipitating use of restraint

Was the student in imminent risk of injuring himself/herself or others? ____ Yes ____ No

If yes, proceed:

Describe the activity and location in which the student was engaged just prior to the restraint:



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Describe the risk of imminent injury to the student restrained or to others that required the use of restraint:

Staff activity/response

Describe other steps, including de-escalation strategies implemented to prevent the emergency, which necessitated the use of restraint:

Describe the nature of the physical restraint: (include the type/restraint and the number of persons required. Was it used as an emergency procedure to prevent immediate or imminent injury to the student or others?):

Did the student demonstrate physical distress during the restraint? Yes No

Indicate times student was monitored for physical distress and if any any signs of physical distress were noted (Administrator/Designee must evaluate at 15 minutes and 45 minutes):

Describe the disposition of the student following the restraint:

Was the student injured during the emergency use of restraint? Yes No
If "yes" complete and attach an Incident Report Form

If yes, did the injury require medical treatment beyond basic first aid? Yes No

Parent/Guardian Notification

Was the parent/guardian notified within **24 hours** of the incident?

Yes (indicate manner):

No

Was a copy of the incident Report sent to parent/guardian within **two business days**?

Yes No



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*Is a PPT required to review/revise the IEP or discuss additional evaluation or the development/revision of an FBA and/or BIP? Yes No

Is a PPT recommended to modify the IEP? Yes No If Yes, indicate date: _____

Is a meeting required for this general education student? Yes No

If yes, indicate date: _____

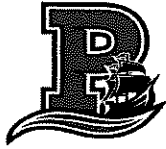
***A PPT is required if this incident marks the 4th incident of restraint or seclusion within a twenty school day period.**

_____ Copy to office file

_____ Original to Student Services Office

Building Administrator

Date



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Incident Report of Seclusion

District Information

School District: _____ Address: _____
School: _____ Address: _____
District Phone: _____ School Phone: _____
Date of Seclusion: _____ Date of Report: _____

Person preparing the report: _____

Time seclusion initiated: _____ Time seclusion ended: _____ Total time of seclusion: _*

***If the total length of the seclusion exceeds 15 minutes, attach the documentation of the required Administrator's (or designee) determination of the need for continuation of the seclusion to prevent immediate or imminent injury to the student or to others.**

Student Information

Student's Name: _____ SASID #: _____ Date of Birth: _____

Age: _____ Gender: _____ Grade: _____ Race: _____ Disability: _____

____ The student is a general education student

____ The student currently receives special education services

____ The student is being evaluated or considered for eligibility for special education services

____ Seclusion was initiated in response to an emergency

Staff Information

Name of staff administering seclusion: _____

Title: _____

Name of staff monitoring/witnessing seclusion: _____

Title: _____

Was the student at risk of imminent danger to themselves or others?

____ Yes ____ No

If yes, proceed:

Location of Seclusion: _____

Student activity/behavior precipitating use of seclusion:

Describe the risk of immediate or imminent injury to the student secluded or to others that required the use of seclusion:



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Describe other steps, including de-escalation strategies implemented to prevent the emergency, which necessitated the use of seclusion:

Indicate times student was monitored for physical distress and if any signs of physical distress were noted (Administrator/Designee must evaluate at 15 minutes and 45 minutes):

Describe the disposition of the student following the seclusion:

Was the student injured as a result of the procedure?

yes

No

(if yes, complete and attach a Report of Injury Form)

If yes, did the injury require medical treatment beyond first aid? Yes No

School Nurse: _____ Time evaluated: _____

Parent/Guardian Notification

Was the parent/guardian notified within 24 hours of the incident?

Yes (indicate manner)

No

Was a copy of the incident Report sent to parent/guardian within two business days?

Yes No

***Is a PPT required to review/revise the IEP or discuss additional evaluation or the development/revision of an FBA and/or BIP? Yes No**

Is a PPT recommended to modify the IEP? Yes No

If Yes, indicate date: _____

Is a meeting required for this general education student? Yes No

If yes, indicate date: _____

***A PPT is required if this incident marks the 4th incident of restraint or seclusion within a twenty school day period.**



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_____ Copy to office file
_____ Original to Student Services Office

Building Administrator

Date



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Please complete when a student is secluded for a period exceeding 15 minutes.

Public Act 15-141 **requires that an administrator**, as defined in Section 10-144e of the general statutes, **or such administrator's designee, a school health or mental health personnel, or a board certified behavioral analyst**, who has received training in the use of physical restraint and seclusion, shall determine whether continued physical restraint or seclusion is necessary to prevent immediate or imminent injury to the student or to others. Upon a determination that such continued physical restraint or seclusion is necessary, such individual shall make a new determination every thirty minutes thereafter regarding whether such physical restraint or seclusion is necessary to prevent immediate or imminent injury to the student or to others.

Time seclusion was initiated: _____ a.m./p.m.

Time seclusion was terminated: _____ a.m./p.m.

15 minute determination of the necessity of continued seclusion: _____ a.m./p.m.

Signature of *qualified administrator, designee, school health or mental health professional

30 minute determination of the necessity of continued seclusion: _____ a.m./p.m.

Signature of *qualified administrator, designee, school health or mental health professional

30 minute determination of the necessity of continued seclusion: _____ a.m./p.m.

Signature of *qualified administrator, designee, school health or mental health professional

30 minute determination of the necessity of continued seclusion: _____ a.m./p.m.

Signature of *qualified administrator, designee, school health or mental health professional

***NOTE: "Qualified" is defined as having received required training in the use of seclusion.**